DOCUMENT RESUME

ED 349 374 CE 060 166

TITLE	Comprehensive Career Development Program: The Second Year. Reflections of Participants II. [Practitioners Monograph II.]
INSTITUTION	Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
SPONS AGENCY	Tennessee State Dept. of Education, Nashville.
PUB DATE	90
CONTRACT	ID003643000
NOTE	78p.; For related documents, see ED 330 920 and CE 060 165-169. A product of the Comprehensive Career Development Project for Secondary Schools in Tennessee.
PUB TYPE	Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Career Counseling; *Career Development; *Career Education; Early Parenthood; Guidance Programs; Pregnancy; Pregnant Students; *Program Development; *Program Implementation; School Counseling; Secondary Education; State Programs
IDENTIFIERS	*Tennessee

ABSTRACT

Intended primarily for principals and guidance counselors, this monograph contains 15 articles written by practitioners associated with, and staff of, the Comprehenisve Career Development Project for Secondary Schools in Tennessee. The following articles are included: "Changes: From Crisis Counseling to a Comprehensive Career Development Guidance Program" (Norman Dillon and Charlene Hayden, Charleston Junior High/High School); "Comprehensive Career Development Program: Myth or Reality?" (James Williams, Warren County High School); "More than Just Counselors" (Kaye Buckley, Sevier County High School); "Guidance: An Element of Success" (Doyle Harmon, Meigs County High School); "A Look at the Old and the New" (Betty Burks, Unionville Community School); "The Missing Three R's" (Peg Hightower, West High School, Knoxville); "Clustering" (Patsy Kemp, Henry County High School); "How to Learn Interviewing Skills the Fun Way" (Judy Bledsoe, Dickson County High School); "Career Education in the School Setting" (Brenda Sloan, Jefferson County High School); "The Crux of the Matter" (Trent McVay and Jennifer Marshall, Millington High School); "Career Development and Business: A Partnership that Works" (Glynn Bridgewater and Battle Shaw, Haywood High School, Brownsville); "Schools and Communities: Essential Alliance" (Bill Hale, University of Tennessee); "Promoting Student Interest and Involvement in the Career Development Process" (Petra Peper, University of Tennessee); "'Leisure'--The Neglected Career Development Competency" (Barbara Lonas, University of Tennessee); and "The Impact of Parents and Parenting on Career Development" (Larry DeRidder, University of Tennessee). (YLB)

COMPREHENSIVE CAREER DEVELOPMENT PROGRAM:

THE SECOND YEAR

REFLECTIONS OF PARTICIPANTS II

COMPREHENSIVE CAREER DEVELOPMENT PROJECT
FOR SECONDARY SCHOOLS IN TENNESSEE

Copyright © 1990
The University of Tennessee, Knoxville
Department of Technological and Adult Education

COMPREHENSIVE CAREER DEVELOPMENT PROGRAM

PROGRAM STAFF

Director.....Dr. Robert Hanson
Associate Director.....Barbara Lonas
Project Consultant.....Dr. Larry DeRidder
Project Secretary.....Becky Bledsoe
Graduate Assistants.....Bill Hale
Petra Peper
External Project Evaluator....Dr. Donald McKay
Iowa State
University

ADVISORY COMMITTEE

Dr. Ernest Brewer
Director
Federal Programs
College of Education
The University of Tennessee, Knoxville

Ms. Patricia Cole
Coordinator
Guidance and Counseling
Davidson County Schools
Nashville, Tennessee

Mr. Dan Covington
Director
Vocational, Adult and Community Education
Davidson County Schools
Nashville, Tennessee

Mr. Larry Foster
Principal
Anderson County Center for
Occupational Development
Clinton, Tennessee

Ms. Amanda Gaddis
Special Education Teacher
Maryville High School
Maryville, Tennessee

Mr. Bill Greene
Supervisor
Vocational Education
Gibson County Special District
Dyer, Tennessee

Ms. Jeanita Hime
Elementary Guidance Consultant
State Department of Education
Nashville, Tennessee

Dr. Raymond A. Holt
Director
Vocational Education
Hamilton County Schools
Chattanooga, Tennessee

Dr. Edward C. Mann
Associate Professor
Technological and Adult Education
The University of Tennessee, Knoxville

Mr. Sam McClanahan
Department of Vocational Education
State Department of Education
Nashville, Tennessee

Dr. Donald McNelly, Director
Vocational Education Evaluation
The College of Education
The University of Tennessee, Knoxville

Dr. Crystal Partridge
Executive Director
Tennessee Occupational Coordinating Committee
Tennessee Department of Employment Security
Nashville, Tennessee

Dr. Bill Payne
Director of Industrial Relations
Tennessee Higher Education Committee
Nashville, Tennessee

Dr. Dulcie L. Peccolo
Research Associate
Project INFOE
Technological and Adult Education
The University of Tennessee, Knoxville

Dr. Eunice Reynolds
Technological and Adult Education
The University of Tennessee, Memphis

Ms. Lynn Russell
Educational Specialist
Tennessee Valley Authority
Knoxville, Tennessee

Mr. James Swain
Associate Director
Secondary Education
State Department of Education
Nashville, Tennessee

Mr. Walter Van Huss
Principal
Sullivan North High School
Kingsport, Tennessee

This project was supported in part by Contract ID No. 003643000, Department of Education, State of Tennessee, and in part by The University of Tennessee. However, the opinions expressed herein do not necessarily reflect the position of the Department of Education, or The University of Tennessee.

TABLE OF CONTENTS

1 **Foreword**
Dr Robert Hanson

3 **Acknowledgements**

4 **Changes: From Crisis Counseling to a Comprehensive Career Development Guidance Program**
Norman Dillon

6 **Comprehensive Career Development Program: Myth or Reality?**
James Williams

11 **More Than Just Counselors**
Kaye Buckley

13 **Guidance: An Element of Success**
Doyle Harmon

15 **A Look at the Old and the New**
Betty Burks

18 **The Missing Three R's**
Peg Hightower

21 **Clustering**
Patsy Kemp

22 **How to Learn Interviewing Skills The Fun Way**
Judy Bledsoe

25 **Career Education in the School Setting**
Brenda Sloan

34 **The Crux of the Matter**
E. Trent McVay and Jennifer J. Marshall

36 **Career Development and Business: A Partnership that Works**
Glynn Bridgewater and Battle Shaw

40 **Schools and Communities: The Essential Alliance**
Bill Hale

50 **Promoting Student Interest and Involvement in the Career Development Process**
Petra Peper

54 **Leisure: The Neglected Career Development Competency**
Barbara Lonas

62 **The Impact of Parents and Parenting on Career Development**
Dr. Larry DeRidder

RO1-1566-01-003-90

FOREWORD

The Comprehensive Career Development Project for Tennessee's secondary schools is just completing its second year of activity. The participants involved in this project fully recognize the importance of the goals embraced within this effort. The focus of this project is that of reaching all secondary school students to provide heightened awareness of career options, opportunities and requirements. This is accomplished by using a variety of strategies known to most but used by few.

Since counseling as we know it began, the guidance counselor has had the role of gadfly, stimulator and chief executive officer in charge of career development. Far too often, though, counselors have tackled the job individually, armed only with 'moral support' from principals and a handful of teachers. They ended up working with youngsters on a one-on-one basis. While some success has been realized by using this approach, many young people are not reached, due the ratio of counselors to students in all our public schools.

In conducting a time and task analysis of the counselor role (a strategy shared with us by Dr. Norman Gysbers, University of Missouri), the most revealing discovery for counselors is that they are spending far too much time with non-guidance related tasks. Another likely revelation is that an inordinate amount of time may be spent on a one-on-one basis with students. Again, while this technique is effective, it may not be efficient in reaching one hundred percent of the students in the school.

This leads us to realize that the counselor must be the coordinator and head of the efforts

to provide career development activities for the entire student population. Coordination is a far different role from that of delivery. It undoubtedly requires better organization and scheduling to get as many teachers and administrators as possible involved in the delivery of career-related learning and teaching. It is going to be a slow, arduous task in many schools since "content-oriented" teachers may not see how career development fits into their plans.

Coordination of a career development program is a most important task, requiring skills in selling other educators on its virtues. As with any task that involves selling, the gains realized may be slow in coming, but well worth the effort. Many teachers have been developing and adding to their delivery package over the years seldom eliminating anything. Thus, skepticism will be a natural response to a new career development program. Beginning with a small nucleus and expanding the realm of "believers" over time may be the best sales approach. When a third party influence is operating and the teachers that have first joined the ranks begin to share their new experiences with the skeptics, gaining additional support will come easier.

The ball is now rolling. Use this inertia to your best advantage. The talents you have brought to the project will be well used in your program development efforts. Thank you for your dedication, and good luck in the coming year!

Dr. Robert Hanson
Project Director

ACKNOWLEDGEMENTS

The staff of the Comprehensive Career Development Program wish express their appreciation to the following people for their contributions and support during the past year:

Tennessee State Department of Education

Dr. Charles Smith
Commissioner of Education

Mr. Marvin Flatt, Assistant Commissioner
Division of Vocational-Technical Education

Mr. Estel Mills, Assistant Commissioner
Division of General Education

Mr. Russell Smith
Administrative Assistant and Director
of Field Services
Division of Vocational-Technical Education

Mr. Sam McClanahan
Consultant for Guidance and Special Needs
Division of Vocational-Technical Education

Mr. John Leeman, Executive Director
Advisory Council for Vocational-
Technical Education

The University of Tennessee, Knoxville

Dr. Richard Wisniewski, Dean
College of Education

Dr. Gerald Cheek, Professor and Head
Department of Technological
and Adult Education

Changes: From Crisis Counseling to a Comprehensive Career Development Guidance Program

Norman Dillon, Principal
Charlene Hayden, Guidance Counselor
Charleston Jr. High/High School

In a time when public schools are facing serious challenges as evidenced by excessive truancy, high dropout rates, multiple failures, increasing disciplinary problems and a multitude of other difficulties, it seems evident that changes must be made. For administrative and guidance personnel to choose to work as a team in an effort to present programs for our students seems to be an obvious and essential need.

Emphasis on a career development program throughout the school system seems equally obvious. All of us, teachers, administrators and counselors, need to remind ourselves that the schools are for the students. We seem to have lost sight of the fact that education of our youth is our primary objective. Our programs must be developed to fit the needs of our students.

In today's technological society, it is becoming increasingly imperative for students to make career decisions and to make them early. By the second semester of the eighth grade, choices must be made by the student that will affect his/her future educational and vocational plans. When these choices are not made through careful planning and evaluation, they will be made by circumstance. Today, many seniors will not be able to attain the goals they have

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R Harrison

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 060166

BEST COPY AVAILABLE

belatedly set for themselves due to poor planning in earlier years.

Unfortunately, counselors are given the blame for much of that poor planning, as they were usually too busy performing clerical and other non-counseling-related activities to come out from behind the paperwork in order to serve the students in other ways. Principals, too, must share the burden of this situation, as it was much easier to encourage counselors to be available for a variety of functions than to insist that they counsel and guide students in their decision-making on a planned and organized basis. Whatever our excuses are (and we can certainly produce plenty), we have now reached a point where we must face our responsibilities and develop programs based on the needs of our students.

Right now, as new participants in the second year of the Comprehensive Career Development Program, we are enthused and excited about the changes many of our fellow teams have already made. The workshop we attended last fall and the materials we have already received are overwhelming. In the Charleston School, a K-12 program, we are becoming increasingly aware of the need to develop an ongoing career program. We are looking forward to the implementation of a partially developed program for the 1990-91 school year, with some new programmatic activities based on a student needs assessment. We also plan to renovate and re-assess some of our already established career programs and projects. There is <u>so</u> much to do and <u>so</u> many good ideas to draw from! Therefore, we are rolling up our sleeves and going to work, despite the temptation to drift back into our old ways.

Comprehensive Career Development Program: Myth or Reality?

James Williams, Junior Counselor
Warren County High School

When I became a counselor for the first time this school year, I was in a state of shock after the first couple of weeks. All the training I had received in graduate school seemed to have been in vain. I found myself unable to function except on a day-to-day basis, because I was inundated with clerical and administrative work. I was doing very little counseling. Instead, I was filling out forms, changing schedules and sending transcripts to schools and colleges (that apparently shredded them before reading them, due to the fact that I kept receiving the same requests for the same records from some schools).

Our guidance and counseling program had evolved from the administrative segment of the school, and had very little contact with other aspects of the school's programs. Communication between counselors was limited, while communication between teachers and counselors was practically nonexistent. Although counselors were not an integrated part of the total program, a counseling department itself never really existed, either. The counselors each operated independently of each other; therefore, little continuity existed within the department. To compound the problem further our ninth grade counselor was located in another school, with absolutely no contact with our faculty or our counselors.

When I attended the CCDP meeting with our Vocational Director, I thought I had died and

gone to heaven. Phrases like "Do I need a masters degree to do this job?" lifted my spirits, while statements like "Administrators, make sure that your counselors are an integral part of the total school program" created hope for change. Things like requesting class time during school to reach several students at once, and having student files that were actually kept by the students were not heresy after all. UT actually had career and college information on computer disks, so that valuable time would not have to be wasted cross referencing books, pamphlets and microfiche.

For two weeks after I returned to Warren County, I read, took notes and formulated a presentation for my principal. With the full support of our Vocational Director, I outlined a modestly ambitious plan for revamping our antiquated counseling program. Elements of this plan included:

*a guidance department secretary

*access by each grade level counselor for thirty minutes each six weeks in every English class

*inservice geared specifically for guidance counselors at the beginning of and during each school year

*arrangements to use the school facilities after hours for guidance support services

*implementation of MY CAREER PLAN folder

*guidance bulletin boards at key locations in the school building

*a computer for the guidance counseling department

*audio-visual equipment for the department

*permission to intervene with repeat violators of school regulations

The implementation of what I had intended to be a very modest plan of action turned out to be much more complicated that I had expected. Although several computers are in use within our school (and are not being utilized to their maximum efficiency), the counseling department was unable to relocate one of them, due to the manner in which their purchase was funded. Without immediate access to a computer, we are unable to make use of the many guidance and career software packages that are available. We continue to search through out-of-date books and to use antiquated microfiche readers that waste valuable time. Audio-visual equipment is in such short supply that the counseling department cannot depend upon its availability, due to preference being given to classroom instruction. It has been suggested that we raise money to fund our own equipment! I have attempted to meet with the ninth grade and senior high counselors to disseminate some of the CCDP ideas for use beginning in the ninth grade. After three months, this has yet to become a reality.

We have no department secretary, and no chance of getting one in the near future. Our next option is to request the services of the library secretary when she in available. This is not a hopeful option, however, due to the amount of clerical work that needs to be done here on a regular basis. We do have student office workers, but since no training or academic credit accompany their efforts, interest in the work is low. Also, confidentiality issues prevent much of our work from being handled by office personnel.

However, some good things have happened. Our English teachers welcomed us with open arms. They found out that we would be teaching study skills, and would not be regularly requesting students to be dismissed from class on a regular basis. After my first time in the classroom, several students approached me before and after school for a variety of information and advice. We have become a part of an intervention system for absenteeism and minor school infractions. Once students realized we were available, we were asked to arbitrate misunderstandings. Students who have trouble with a particular teacher's instructional methods have come to us for help. The counselors have been instrumental in instituting a remedial tutoring program before and after school.

We held our first ever Career/College Day last November. The response was tremendous. We have had representatives from various colleges come to our campus at night to explain in detail how to fill out financial aid and scholarship forms. We have had representatives of the armed forces to meet with at risk students and encourage them to finish high school. (They explain that the armed forces no longer recognize a GED as equivalent to a high school diploma.) We will also be sponsoring special tutoring classes for those who have not passed the Tennessee Proficiency Test.

In the plans for next fall are special satellite classes to prepare for the PSAT/NMSQT, ACT and early college enrollment. We also plan to set up cluster counseling for specific vocational and career groups, where individuals who are currently working in specific fields can visit the campus and explain what is really happening in the students' fields of interest.

We will not be able to implement the Missouri Plan in its entirety because of limitations of

our physical plant and lack of funding, but we have made some progress in that direction. When we complete our year-long self study, and as more people in the community become aware of the value of the guidance and counseling program to the school and community, I feel sure that we can continue to make progress. Public schools have never been able to function as they should in Tennessee, so we must make the best of what resources we have.

More Than Just Counselors

Kaye Buckley, Counselor
Sevier County High School

Often counselors spend a great deal of time and exert much effort in trying to reach undefined goals. Whenever we fail to reach these nebulous goals, we feel very frustrated. Counselors frequently do not know where to begin in bringing control to their guidance programs. In order for counselors to avoid this 'counseling by demand' syndrome, to demonstrate that we are much more than just 'counselors', we need to begin implementing comprehensive guidance programs.

At Sevier County High School the guidance staff, under the leadership of the school principal, began an improvement plan that was to span a two-year period. In the fall of 1987, the principal presented a well-designed, organized plan of action for change. During the first year, we looked at our job roles, established an advisory committee, assessed the needs of our students and defined our goals. Once the changes were implemented during the second year, the program was evaluated for its effectiveness. After the evaluation, we reviewed what had taken place. Although we had worked through the steps of our program renewal, there were many areas to which much more attention needed to be given.

In September of 1989, SCHS became involved in the Comprehensive Career Development Program, a state-wide guidance improvement project that had grown to include 36 schools. The program has made available a wealth of information, resources and advice which has helped our staff to avoid the pitfalls we encountered in our

initial program review. As we follow the suggestions, implement the materials and adopt the processes, we are confident that great improvement will continue to be shown. At SCHS we have found that we can deliver a comprehensive program with very little additional time or cost. In fact, we have found ourselves drawing on skills we had forgotten that we possessed. All that is needed to become involved in guidance improvement - aside from enthusiasm and commitment - is basic information about available resources, program approaches, successful assessment and evaluation methods, and some step-by-step planning. This is provided to us through the Comprehensive Career Development Program.

Many exciting things are happening at SCHS and all over Tennessee thanks to CCDP. We would like to challenge other counselors to become involved and to experience satisfaction and increased professional self-esteem.

Guidance: An Element of Success

Doyle Harmon, Principal
Meigs County High School

As school administrators go about the daily chores of planning and implementing educational programs, it is very important that our programs be designed for educational success. With that in mind, we might ask the question, "What is success?". Success could be described as taking many educational skills and applying them at the right opportunity to make us happy, provide us with financial security, and provide helpful services to others.

The school's guidance program is as important to a student's curriculum as the college-bound curriculum and vocational-technical education. Most students need some form of guidance to help them make the right choices. The family may provide part of that guidance. When this is lacking (as it often is) then the school must have a well-designed program to reach all those who need it.

Sometimes we hear the question, "What has been the single most influential factor in your success and motivation to continue to succeed?". We often wonder what causes some individuals to attempt the seemingly impossible, while others are unable to achieve the simplest goals. It is possible that those who are not very successful have not come to realize that opportunities do not just jump out at us. Most opportunities are hidden, just waiting to be found. It is here that schools can be most useful in providing guidance to students that alerts them to this fact.

A well organized, working comprehensive career development steering committee can be a great

asset to the total school. The members should be carefully chosen. It is very important that all segments of society be included. It should include the professional, the businessman, the industrialist, the educator and the laborer. This allows representatives from all areas to have input into the needs and solutions process. No segment of society should feel deprived or left out. It provides a feeling of togetherness and builds community spirit.

In determining the career development programs for individual schools, three questions need to be addressed:

1) What type of program do we want?

2) Why is it important?

3) What impact will it have?

The program should be able to provide for the development of skills needed to enhance a student's ability to prepare for tomorrow's world, help the student gain confidence, and to prepare the student for a career. This is important because the demand for skilled workers is changing rapidly. According to the Department of Labor, Bureau of Labor Statistics, by the mid-1990's, the best opportunities in the job market will be in service occupations. This rapid change will demand that workers have a well developed storehouse of skills so that they can accommodate themselves to the ever-changing modern day world of work.

A well developed comprehensive guidance program can help to provide direction for students to ensure that they have the necessary skills to compete for and maintain a job. Herein lies the true societal impact of a sound guidance program.

A Look at the Old and the New

Betty Burks, Counselor
Community School, Unionville

Increased focus on career education seems to be happening at a most opportune time. As our state zeros in on improvement of education, our efforts in career education can play a great part in implementing the needed improvements.

How? We must first evaluate our individual situations and present programs, information and equipment. We need to assess what classroom teachers are doing in career education, and then support and build upon their efforts. Elementary counselors, in cooperation with elementary teachers, can have a tremendous impact on helping a child to build his/her self-esteem, make good decisions and explore careers. In turn, this will help to motivate the child to put forth his/her best efforts toward success. A child can feel successful when he/she can say, " This is what I <u>can</u> do." Furthermore, once that child feels successful and has self-confidence, then that child <u>can</u> do it.

People are usually good at what they enjoy doing. If we can help our students to decide which vocation and/or hobby they wish to pursue, then we can help them to become self-fulfilled persons.

Career education is an ongoing process. In our K-12 schools, we have an excellent situation for implementing a comprehensive career development program. We already have a good beginning. This year, we have begun bringing intensified attention to careers in the lower elementary grades. The middle grades will hopefully be part of our focus for next year.

Some 7-12 programs are currently in operation,

but need to be revamped. Current programs, such as our Self-Help program for grades 7-9 and the World-of-Work program for grades 10-12 have some validity, but are in need of evaluation. New ideas must be implemented to bridge the gaps.

We at Community School are proud to report that we have excellent career resources in our library. We have Project INFOE, with both reader and computer available for student use. This year we also have the new Micro-Infoe computer software program with the Job Search Questionnaire.

* Current successful in-school programs are:

1. Career Awareness (grades 10-11)
An all-out effort is made to increase students' awareness of the many career opportunities that are available to them. A two-week career unit is planned through the joint efforts of the counselor and the English teachers. During this period, visiting speakers address many aspects of careers and vocational decisions. Each student researches a particular career for a grade.

2. World-of-Work (grade 12)
The focus is on filling out applications, preparing resumes and interviewing. The Tennessee Career Guide is being used with this program.

3. My Career Plan (grade 12)
Seniors will evaluate the folder at the end of this year, making recommendations as to the academic year it should be started.

4. Employment unit - being taught in the General Business Class.
5. ASVAB (grade 11)

Three days are spent on the interpretation of scores, using the free workbook.

* Yearly county-wide programs deemed successful are:

1."Career Day for Juniors" at Motlow College, sponsored by the Shelbyville Rotary Club.

2."Financial Aid Workshop" for students and parents.

3."College Night" available to students, parents and other interested adults.

* Our plans for the future include:

1.Forming a Comprehensive Career Development Program Advisory Committee.

2.Surveying and evaluating our needs.

3.Looking at other school programs.

4.Intensifying and adding to our present program.

Once we all look at our old programs - surveying, evaluating and establishing our needs - we can then go forward to develop new and improved programs. With efforts on the part of all school personnel, the Comprehensive Career Development Program can help Tennessee students to improve their self-image and to better prepare for the world-of-work.

The Missing Three R's

Peg Hightower, Counselor
West High School, Knoxville

Reading, Writing and Arithmetic - those plus a liberal dose of the hickory stick produced the nostalgic school days of America's past. Today we have increased many times the subjects taught, we have a wide assortment of teaching methods and materials from which to choose, and we have finally begun to expect accountability on the part of professional educators. Yet, a few will ever longingly look back to these as the "good old golden rule days". Quite the contrary, some schools have become battlegrounds where the teachers daily fight to maintain classroom order as the principals drown in a sea of disciplinary chaos.

Today's students come from homes torn apart by the actions of immature "adults" and take on themselves roles which they are not equipped to handle. The natural rebellion of youth is manifested in criminal acts, in blatant and sometimes perverse sexuality, and in the paralyzing grip of the drug culture. Yet the schools persist, many times attacking problems in the 21st century with concepts fashioned in the 19th. Furthermore, parents bury their heads to the responsibilities in favor of blaming society at large, the modern media, or other people's offspring.

Perhaps the time has come, as experts are declaring, for a total reorganization of America's educational system. If so, we must include the establishment of a firm foundation on the bedrock of ethical principles. Without thoughtful deliberation, such a reorganization would do little more than produce massive

volumes of paperwork, manipulate occupational titles and spend millions of dollars. I submit we need to simplify, not multiply. Let us redefine the three R's.

Our students must regain **Respect**, respect for themselves and for others. Self-respect does not refer to an egocentric self-love, a manipulative, self-serving means of getting one's way. It is the placing of a value on oneself which creates a protective boundary through which destructive forces will not be allowed. True self-respect will, in turn, foster respect for others, a sense of community, and an atmosphere of concern and encouragement.

Our students must relearn the concept of **Responsibility**. The constant fault-finding and blaming of others needs to stop. Today we see our schools resorting to intricate incentive programs in order to motivate young people to attend to academics. Just what are we teaching with these well-intentioned schemes? Well deserved self-satisfaction may be on its way out, replaced by token handouts.

Finally, we must foster a sense of **Relevance** in education today. "Do it because I say so" just does not float in the sophisticated 1990's. Students demand reasons behind their assignments. Making subject matter personally appealing is the area in which career development takes center stage. In high school, students are eager to bridge the gap between school and work. They enjoy the exploration of careers, lifestyles and adult roles. They are excited about the future. Perhaps the educational reorganization of secondary schools needs to begin by readjusting the status of career development.

Times are changing for education. The business community of America is awakening to its rightful supportive role in education. The

courts are researching means of coercing parents to fulfill their legal obligations as parents. Concerned adults are promoting reasonable, ethical and effective methods of intervening with at-risk youth. It is time for educational leaders to find the missing three R's of **Respect**, **Responsibility** and **Relevance** and get them back into our classrooms.

CLUSTERING

Patsy Kemp, Guidance Counselor
Henry County High School

Many aspects of the educational format are mind-boggling and seem to be out of sequence. For example, much time is spent in kindergarten and elementary school teaching the necessity of washing hands before eating. Elementary students are ritualistically lined up and supervised to make sure hands are clean before lunch. When these same students get to junior high and high school, time for hand washing does not exist. Are fourteen year-olds suddenly immune to the germs spread by dirty hands?

College students are under so much pressure that they require a lengthy spring break. If fourteen year olds are given a break of any kind in the spring, this break is the first to go if the school system has a snowy winter. If extremely active fourteen year-olds do not need a break, who does?

This same type of reversal is apparent in our approach to career guidance. It is an enormous and unrealistic expectation for fourteen year-olds to be able to make concrete and exact career decisions. For example, maybe it is enough to expect these young people to know that they want to work with children, as opposed to being a nursery school paraprofessional. We should present this age group with job clusters to be examined and explored; clusters such as agriculture, health, business, transportation, social work, etc. We should not be the source of even more pressure for these fourteen year-olds when, at this point in their lives, they are already in a pressure cooker.

How to Learn Interviewing Skills the Fun Way

Judy Bledsoe
Vocational Guidance Counselor
Dickson County High School

When teaching interviewing skills to my careers class, I invited a representative from a local clothing shop (one familiar to the students) to make a presentation on how to dress appropriately and inappropriately for a job interview. The owner of the shop brought with him two of his part-time employees (high school students - one male, one female) and interviewed them for a job at his shop.

During the first interview, the students came in dressed very inappropriately. They also gave all the wrong answers and used incorrect grammar. After the interviews, the two students left, and the representative asked the students in the career class what mistakes the interviewees had made. The two interviewees came back approximately ten minutes later dressed appropriately for an interview. The interviewees answered the questions correctly, using correct grammar. Following the second interview, the two interviewees stayed for a question-and-answer period. The students in the career class were asked to make a list of the right answers given, and to identify what was appropriate about the dress of the interviewees.

The representative then gave the students in the class the following handouts: 1) "Why Men Dress for Failure, and What to Do About It", from John T. Malloy's New Dress for Success; and 2) "Dress for Success Guidelines" from The Woman's Dress for Success Book.

During the next class period, I had the career students fill out the Job Brief Form (see next page), using the Occupational Outlook Handbook. I then videotaped interviews with them (following the format below). After I had taped each student in an interview, the class, the interviewee and I critiqued their interviewing skills. We made a list of skills that were handled correctly and a list of skills that needed improvement.

We learned a lot and had a lot of fun!

Interview Format

1. What job are you applying for?

2. What do you think your duties would be?

3. What are your qualifications?

4. Why are you interested in this job?

5. What salary would you expect?

Job Brief Form

Title of Job_____

Describe the job in a brief statement.
(Typical daily duties)_____

_____

_____

_____

Working conditions_____

_____

Education and training required_____

_____

Skills and aptitudes_____

_____

Pay_____

Job opportunities_____

_____

Advantages_____

_____

Disadvantages_____

_____

Sources of information_____

_____

_____

CAREER EDUCATION IN THE SCHOOL SETTING

Brenda Sloan, Counselor
Jefferson County High School

> Counselors must decide whether their professional commitment to career education is total or partial. At present, their commitment can be compared to the relationship the hog and the chicken have to the bacon and egg breakfast. The commitment of the chicken is partial and that of the hog, total. (p. 71)

This was a quoted story told by Frank E. Burtnett (1981) as he expressed his feelings about the direction of career education.

"Career education" has become a new term for an already existing concept. One definition is that career education is all the experiences that help young people make reasonable life decisions, understand themselves and their potential, and develop their ability to take advantage of life's opportunities. Simply put, career education is the development of the total person (Hoyt, 1989a). The concept of career education is historical. To trace the concept to its beginning is comparable to tracing guidance and counseling to its origin.

In the first decade of the 20th century, vocational guidance began in the American public schools as a result of industrialization and the accompanying societal changes in America. Professionals were needed to guide high school students in their choices and decisions, providing information about vocations and the world of work. The emphasis was on selection and placement (Gysbers, 1984). The only

guidance organization was a vocational organization that promoted this particular thrust (Aubrey, 1982). Later, the scope of this thrust was expanded to include educational guidance, which engaged counselors in aiding students in course selection, school adjustment issues and character-building. Thus, the emphasis now included education and personal growth. The result was a conflict between vocational and educational/personal guidance. In 1952, The American Personnel and Guidance Association was formed. The guidance thrust that emerged from within this organization was developmental. Issues of selection, placement and adjustment were synthesized into a conceptual model of career development over the life span (Gysbers, 1984). Gysbers (1984) noted that the duties of the guidance counselor were "to help people become competent, achieving individuals and to help people focus on their skills" (p. 24); or, as delineated by the new guidance association, the focus was on educational, personal and vocational development (Hoyt, 1989).

In the 1960's and 1970's the emphasis on career development increased due to the National Defense Education Act, a reaction to the federal government to the Russian launching of Sputnik. The purpose of the act was to train counselors to identify students talented in math and science so that they might be encouraged to develop these talents in college.

In the late 1970's and 1980's the emphasis on counseling shifted somewhat from career development to personal/developmental counseling. This shift has been attributed to the work of Carl Rogers (Aubrey, 1982). The terms 'guidance' and 'counseling' had now become synonymous, resulting in the redefining of the

counselor's duties as dictated by the needs of the particular student seeking help.

Currently, the emphasis in counseling can be seen as having shifted back toward career education. In educational reform and legislation, the use of terms such as 'counselor', 'counseling', 'career development', 'career guidance' and 'career education' has been widespread. Vocational guidance has become career guidance (Herr & Cramer, 1979).

Career guidance has been defined by the American School Counseling Association (ASCA, 1984). Their policy statement on career guidance reads as follows:

> Career guidance is a delivery system that systematically helps students reach the career development outcomes of self-awareness and assessment, career awareness and exploration, career decision-making, career planning, and placement. The school counselor's role covers many areas within a school setting, and career guidance is one of the most important contributions to a student's lifelong development. (p. 165)

The process of defining an individual's personality and career development has evolved historically through theory. The oldest approach to career development was trait-factor, or match-modeling theory. Through this system, an individual's interests and abilities were matched to a vocation. Parsons utilized this theory in his work. Tests designed to measure trait factors and match vocations are the DAT, Kuder, and Strong Vocational Interest Blank.

Another theory, developed by Caplow, Hollingshead, Miller and Form, emphasized

sociology and career choice. They proposed that circumstances beyond the control of the individual affects career choice; thus the individual's development of coping techniques is important.

The theories of Super, Ginzberg and Rogers fall under the heading of self-concept theory. These theorists contend that an individual's career development is contingent upon his/her image of him/herself. Thus, the career decision made by the individual is based on the similarity of his/her self-concept and the ideas he/she holds about the particular career chosen.

Holland and Roe contend that career choice is based on an individual's development across the life span. Thus, a developmental perspective also became focal in the field of career development.

More recent theories have incorporated the notion of social systems and their influence on career development. According to these theories, little is left to chance in the development of one's career. Rather, career development is the product of a complex series of choices.

As noted earlier, the current emphasis in vocational/educational counseling is on career education. This emphasis is reflected in planned programs in grades K-12 which are used to provide information to students which will enable them to better control their own career development process (Aubrey, 1982). Gysbers (1984) notes that both researchers and practitioners are devoting more time and energy to developing career guidance and counseling programs and implementing them in comprehensive, systematic ways that are based more on theory. These theories are not independent of one-another. Thus, most practicing professionals

have become eclectic in their approach (Osipow, 1973).

Choice of career has been the focus of a vast amount of research; however, information and recommendations for practical application is still lacking (Savickas, 1989). Gati and Tikotzki (1989) found that no preferred guideline framework existed for making career decisions. However, they did note a trend for systematic and practical elimination approaches (i.e. eliminating job clusters, then eliminating careers within remaining clusters). This approach appeared effective in individual career counseling and in computer-assisted guidance programs.

New computer programs have proven to be up-to-date, accurate sources of career information. Due to the advantages of the microcomputer career education programs (such as time-reduction and information storage capacity) these systems are forecast to become much more pervasive in the guidance field (Gaushell, 1984).

Career counseling in group settings is quite effective, enabling the guidance counselor to reach a greater number of students within a limited time frame. Group counseling methods will be used more within the scope of career development as the publication of various methods and activities increase. In career guidance, we are seeking to define the undefined role of the school guidance counselor. Now, as in the past, guidance and counseling have been viewed by teachers and students alike as supportive, supplementary activities (Aubrey, 1982). Currently, though, we are seeking to define guidance and counseling programs as unique and equal in importance to any other educational program. Rather than being viewed as a 'set of services' as they have been in the

past, guidance and counseling are viewed as a 'program of services' (Hoyt, 1989b).

In high school, a planned, comprehensive career guidance program can lead students to acquire a wide range of information about themselves and their environment (Helwig, 1984). Information about self includes personal factors, such as interests, values and aptitudes. Information about the environment includes occupational information, and vocational and educational opportunities. The five suggested steps in career guidance are: 1)awareness, 2)exploration, 3)decision-making, 4)preparation and 5)employment (Issacson, 1977). Successful passage through this sequence of steps can be facilitated by testing, exposure to career information, vocational and technical courses, shadowing, interviewing, job-researching, volunteer or paid employment, problem-solving and decision-making exercises, values-clarification, goal-setting, exploration of job alternatives, individual and group counseling, computer searches, along with a host of other career educational activities. A career guidance counselor will aid a student in defining his/her goals - not just occupational goals, but life goals (Wrenn, 1971).

With this new thrust in career education, two systems of delivering career development assistance are identified. In addition to career counseling is instruction (Michigan Department of Education [MDE], 1975). Traditionally, teachers have taught math, science and language arts. However, in career education it is proposed that teachers infuse their curriculum with career development concepts (i.e. invite career speakers to classes, teach career units, etc.). Through the integrated, or two-delivery system, counselors and teachers can focus on four themes: 1)career

development as it relates to all dimensions of life (family, educational and occupational roles), 2)emphasis on the individual, 3)developmental aspects of a person's career, and 4)the relevance of current courses and skill-development to one's present and future career development (MDE, 1975).

School administrators are essential in the processes of insuring the cooperation of counselors and teachers, facilitating the identification of the counselor's role, and implementing career education programs. Parents and individuals/groups within the community must also play an integral role in a successful career education program.

The importance of a career development program at all school levels has been recognized by National Career Guidance and Counseling Guidelines Project of the National Occupational Information Coordinating Committee (Block, 1989). In the Carl D. Perkins Act, 1984, it was mandated that career guidance programs be established in all high schools, while a team approach to delivery of such programs (including counselors, teachers, administrators, parents and community sources) was advocated (Comprehensive Career Development Program for Secondary Schools in Tennessee [CCDP], 1989).

The career education needs of today's students are obvious. Issacson (1977) states, "Whether we prefer to deal with the concepts of vocational guidance, career development, career education or career management, we see in all the common factor of the counselor involved in the lifelong career of the student" (p. 500). The guidance counselor's systematic career guidance program is but one component of a school's total career education plan. Nevertheless, it is <u>vital</u> to the total plan (Burtnett, 1981).

References

American School Counseling Association (1985). The role of the school counselor in career guidance: Expectations and responsibilities. The School Counselor, 32, 164-168.

Aubrey, R. F. (1982). A house divided: Guidance and counseling in 20th-century America. The Personnel and Guidance Journal, 61, 198-203.

Block, D. P. (1989). Using career information with dropouts and at-risk youth. The Career Development Quarterly, 38, 160-171.

Burtnett, F. E. (1980). New directions for counselor involvement in career education. Journal of Career Education, 7, 67-72.

Gati, I., & Tikotzki, Y. (1989). Strategies for collection and processing of occupational information in making career decisions. Journal of Counseling Psychology, 36, 430-439.

Gaushell, W. H. (1984). Microcomputers: The school and the counselor. The School Counselor, 31, 229-233.

Gysbers, N. C. (1984). Major trends in career development theory and practice. The National Vocational Guidance Quarterly, 32, 15-25.

Helwig, A. A. (1984). Increasing vocational self-awareness in high school students. The School Counselor, 32, 61-67.

Herr, E. L., & Cramer, S. H. (19879). Career guidance through the life span. Boston: Little & Brown.

Hoyt, K. B. (1989). Need for change in emphasis on career development aspects of counselor education and supervision. Unpublished manuscript.

Hoyt, K. B. (1989). Counselors as a topic in educational reform proposals: A selective review of national education reform documents. Unpublished manuscript.

Issacson, L. E. (1977). Career information in counseling and teaching. Boston: Allyn & Bacon.

Michigan Department of Education (1975). Career guidance: A rationale. Lansing, MI: Author.

Osipow, S. H. (1973). Theories of career development. Englewood Cliffs, NJ: Prentice-Hall.

Savickas, M. L. (1989). Annual review: Practice and research in career counseling and development. The Career Development Quarterly, 38, 100-134.

Wrenn, C. G. (1971). What has happened to vocational counseling in our schools? In H. J. Perter & J. C. Hansen (Eds.), Vocational Guidance and Career Development (pp. 303-311). New York: MacMillan.

The Crux of the Matter

E. Trent McVay, Vice-Principal
Jennifer J. Marshall, Counselor
Millington High School

We have all heard the saying, "Everyone needs a little pat on the back from time to time". We might take this phrase to mean complementing one for a job well done, or offering encouragement regarding a completed or soon to be completed task. However, the bottom line in this matter is the extension of support, i.e. involvement! In doing so, we are saying, "We are working together toward our goals".

Support plays a vital role in the implementation of a Comprehensive Career Development Program in our schools. Support or assistance involves all persons necessary to the successful planning and implementation of career education. This involves the initial principal-counselor team, the remaining counseling staff, other administrators and faculty, the students, the community, and board personnel. Inherent within these individuals are the ways and means by which career education dreams can become realities. Consequently, it is important that the initial team garner as much support as necessary, realizing that alone they are limited in what they can accomplish.

Although both the principal and counselor are important to the development of the program within their school, the principal is the key to how the program will be perceived by his/her faculty, students and community. He/she must be energetic and innovative--a principal with a vision. It is imperative that he/she give more than "lip service" to the program, and it is not enough that he/she simply designate or assign.

He/she must be willing to get down into the trenches. At the same time, he/she must not lose sight of the fact that he/she is a TEAM member/player.

Probably all principal-counselor teams involved in the restructuring or modification of their school's guidance program (in essence, a remodeling of the school's curriculum) will agree that each member needs the unwavering support of the other in order to make more than "a go" of CCDP implementation. The guidelines for implementation make clear the responsibility of each member. At no time should either member divorce him/herself from any facet of the program (exception--lead role of principal). Each lets the other know what he/she "is about" through numerous sessions or conferences. Feedback, exchange, and sharing of ideas are vital to teamwork.

If the team is to present a united front and perform as a cohesive and effective force, the members must function as a unit. Neither the plan for implementation nor implementation itself is the sole responsibility of either member. Implementation is not an "I," "you," "me" effort, but a WE effort. Anything less undermines all efforts and breeds unconscious sabotage.

Career Development and Business: A Partnership That Works

Glynn Bridgewater, Teacher
Battle Shaw, Counselor
Haywood High School,
Brownsville

The more we explore the possibilities for the future of education in the United States, the more clearly we see the vital link between businesses and schools. One of the most useful and mutually beneficial aspects of this relationship lies in career development and placement services. At Haywood High School we offer thorough interest and aptitude screening, using the Pictorial Inventory of Careers, the ASVAB, Project INFOE, OIS data, individual counseling and career seminars. As a result, we receive valuable information to help us direct students into the appropriate courses of study. However, academic and skill training must be grounded in a realistic perception of the job market. Therefore, it is essential to involve area employers in the planning and implementing of educational programs. In Haywood County, we are in the second year of a renewed effort to involve employers in the training of their future employees.

Since our vocational students are the ones most likely to settle in Haywood County for life, the first step in our plan was to conduct a county-wide vocational training needs assessment. The assessment presented the skills taught in each course offered at Haywood High School Vocational-Technical Division. We asked the employers to evaluate the importance of each skill for success among their employees and to note any skills which were not included that

they believed to be important for success in the workplace. In addition to vocational skills, our assessment included leadership, interpersonal and basic academic skills.

The assessment served several purposes. Since the survey profiles every vocational course, and since all employers in the county received an assessment survey, the project gave the vocational-technical program vital exposure in the community. The local newspaper ran articles about the assessment before the initial mailing and after all employers had received their surveys. The needs assessment was very effective in publicizing our vocational program, but we gained much more from it than just good public relations.

Of particular interest to us were the suggestions made by local employers. Although the vast majority of their comments were favorable, there was a concern - particularly from industrial leaders - that our students should be better prepared in math and computer skills. Acting on that concern, Haywood High School applied for and received a grant to establish a tech-prep program. Our students now have access to a computer lab in which they learn the fundamentals of computer-aided design. In addition, they are able to enhance their skills in math, precision measuring and blueprint reading.

The needs assessment also led us into an intense dialogue with two of our larger industries regarding hiring practices and expectations. From this dialogue, we have developed two programs designed to aid industry, as well as to assist our graduates in job placement. Officials from one industry have worked with the director of vocational education and the vocational guidance counselor to review the entire high school curriculum and identify

a course of study leading to "preferred applicant" status for entry-level applicants at that industry. The vocational guidance counselor assists the personnel manager in screening the academic and skills achievements of these applicants.

Another local industry is testing an apprentice program for six of our students. Upon graduating this spring, these six students will be hired as apprentices in the industry's tool and die shop. They will have not only a job, but also the training opportunities that lead to achievement. By emphasizing the importance of education in the workplace, these employers are providing our students with concrete reasons for career planning and goal setting in high school.

Of course, just as students become employees, so do employees sometimes become students. The owner of a door and frame fabricating shop has contracted with Haywood High School Vocational-Technical Division to provide classes to upgrade employees' math and print interpretation skills. Additionally, the workers will be involved in a program to increase motivation toward excellence in the workplace. These programs reflect just a few of the many ways that business leaders and educators are working together in Haywood County.

Haywood High School has always enjoyed a positive relationship with business and industry. In the past, business leaders have worked on advisory committees, served as guest speakers, participated in our annual job fair, and collaborated on special projects. However, this new partnership goes much further. Now, employers are beginning to see that their involvement in education is an investment that will pay high dividends in better trained, more productive employees. A partnership between

business and education is vital as we move into the twenty-first century. A training needs assessment can serve as a catalyst to promote that partnership.

Schools and Communities: The Essential Alliance

Bill Hale, Graduate Assistant
Comprehensive Career
Development Program

How often have we heard the expression: "No man is an island unto himself?" The reality of this idea is not only obvious to us, but likewise most profound in its implications. At the risk of manifesting a false consensus bias, one might make the statement that all of us need others in our lives. From the standpoint of existential-phenomenological psychology, we live and move within our world and assign meaning to our lives through our interaction with all that surrounds us (Merleau-Ponty, 1962). The organization of human experience seems to dictate this as an axiom.

How often do we consider, however, the extent to which this intricate interpersonal nexus pervades not only our individual lives, but our social systems, as well? Imagine for a moment the functioning of a hospital. The number of individuals and organizations that compose such a paradigm of efficient health care is staggering. Professional staff, volunteers (both hospital and community-based), pharmaceutical supply companies and food services represent only a few of the components that must function as a team to co-create the existence of such an intricately working system.

Now, carry this concept a step further...to an entire community. Now the complex system of a hospital is seen fitting into an even larger system - a system of which it now becomes an integral part. A community could not function without its hospitals. Likewise, as described,

a hospital could not function independent of its community.

Consider this example within the context of the public school system. This system is the primary source of formal education for a community's youth. However, this system cannot exist independently, without support from and interaction with the community. For a school system to consider itself the only source of education necessary for preparing young people to enter the world of work would be an exercise in self-defeat. The purpose and scope of formal education extends far beyond the walls of the classroom.

The opportunities for business and industry to be involved with the school system are endless. The William T. Grant Foundation Commission on Work, Family and Citizenship has clearly stated that the futures of our nation's youth are being severely impaired by our failure as a society to help the students make a smooth and effective transition from the classroom to the workplace. The ramifications of this failure extend from the individual student's loss to the loss of our nation's economy. It is suggested that the primary and nearly exclusive responsibility for this transition for young people is currently lying with parents and schools (William T, Grant Foundation [WTGF], 1988a).

This situation is unfortunate in any circumstance, but is especially disastrous in families from low income groups. Students from families that are economically disadvantaged rarely have the role models within their social network that others might have. Thus, if left solely to the school, with no other networking in force, the disadvantaged student will probably have little or no opportunity or incentive to explore his/her career possibilities. This creates a special problem

in that these young people comprise a group at especially high risk for dropping out of school. Rarely can these youngsters see the relationship of school to the world of work, thus having little incentive to finish their education.

The harsh reality is, nonetheless, that our schools so often operate in a 'vacuum' in relation to the communities in which they exist. The result of this situation is too often the failure of students to develop the various competencies they need to function adequately within society. Unfortunately, the finger of blame is nearly always pointed at the school system alone, rather than at the community at large, within which the school system is only an integral component.

Bloch (1989) contends that successful educational programs for high-risk students involves the utilization of community resources to their fullest extent. However, as already stated, the implementation of this concept, as well as the benefits to be reaped therefrom, can be extended far beyond the 'at-risk' student population. All students can benefit from community involvement in public education. In fact, it could be said that community involvement is public education. In this sense, schools are only a part of the entire process necessary to prepare students for and integrate them into the world of work. One of the most important career education experiences a student can have is actual exposure to careers in which he/she is interested. The most effective method of achieving that exposure is to have a student working in a job related to that career (Shertzer, 1981). The only way this can be accomplished is if the community's businesses and industries are willing to work with the school system, providing that sort of exposure,

which the classroom experience, no matter how valuable, cannot offer.

Our youth should not be viewed merely as students, but as assets to our communities - productive members of society well before they finish formal education in the public schools (WTGF, 1988b). Our society has fallen into the trap of overlooking the wellspring of creativity and vitality our youth can offer. We tend to 'dichotomize' the school-work continuum, rather than treating it as a successive developmental process.

This developmental process involves integrating work and classroom experiences. The integration process can become a reality within our schools. By creating partnerships between schools and local businesses and industries, effective systems of "cooperative education" can be developed (Herr & Cramer, 1988). Such systems not only offer hands-on job training to compliment and enhance a student's classroom learning experiences, but also offer valuable exposure to role-models with whom a student can identify (Tennyson, Hansen, Klaurens & Antholz, 1980).

So often we hear students ask, "What is the purpose of this stuff? Why do I have to take it?" How can students be expected to comprehend the value of course content if they have no understanding of its relevance beyond the classroom? How can we as educators expect students to integrate the concepts learned in the classroom into their career quests if they have no job exposure during the school years? The importance of the concept of transition from school to work now becomes focal in our picture of public education.

In order for our school systems to serve all students, more diversity in the education experience is needed, as opposed to the

uniformity of educational methodology of days gone by. Such diversity involves not only the methods by which students are taught, but the sources of this teaching, as well (WTGF, 1988a). What better places to find these diverse sources than in our own back yards - our own communities?

As noted earlier, our youth are just as much assets to our communities as our communities are assets to our youth. The presence of our youth in local businesses and industries would be welcomed, while the experience they would gain would be invaluable to them. However, this can happen only if the alliance of businesses and industries with our school systems is also welcomed. The alliance is a reciprocal process - one that can benefit all involved.

The William T. Grant Foundation (1988a) has outlined various elements of cooperative school-to-work transition programs that can be adapted to meet the needs of each community. They are outlined below:

I. Monitored Work Experience

a. Cooperative Education - incorporates classroom instruction with paid or unpaid work experience

b. Internships - unpaid work experience with broad career & work orientation

c. Apprenticeships - full-time work experience under a professional or master craftsperson

d. Pre-Employment Training - specific job training within a classroom setting, with guaranteed job placement after graduation

e. Youth-Operated Enterprises - business-sponsored programs such as Junior Achievement, operated for profit by youth

II. Community & Neighborhood Service

a. Individual Voluntary Service -unpaid community "citizenship-building" service

b. Youth-Guided Service - community service projects operated by youth

REDIRECTED VOCATIONAL EDUCATION

III. Incentives

a. Guaranteed Postsecondary & Continuous Education - business/industry-funded college/technical training for disadvantaged youth

b. Guaranteed Jobs & Training - secured pledges from local businesses to hire & train qualifying high school graduates

IV. Career Information & Counseling

a. Career Information Centers - housed in off-campus locations to attract those who may already have dropped out of school

b. Parents as Educators - empowering parents through special training to carry career information to their children

c. Improved Counseling & Career Orientation - better prepared counselors & counseling programs to provide earlier & more comprehensive career education

d.Community Mentors & Community-Based Organizations - to provide up-to-date & accurate career information & advice

V. School Volunteers - community mentors & role-models to be a regular part of the school atmosphere for students

It is important to bear in mind that these programs are adaptable to the needs and resources of a specific community. This outline is simply a starting point from which any school-to-work transition program may begin.

The National Occupational Information Coordinating Committee (NOICC) has identified specific competencies students need to develop for career maturity. The Tennessee Comprehensive Career Development Program has adapted these competencies to fit the needs of Tennessee's students. An effective school-to-work transition program must be an integral part of the training through which students develop these competencies. Cited below are just a few of these competencies, the development of which such a program could most effectively enhance:

*Demonstrate interpersonal skills required for working with and for others in a work setting.

*Describe appropriate employer and employee interactions in varying situations.

*Demonstrate a positive attitude toward work as an integral part of one's life.

*Demonstrate responsibility for work attitudes and habits in educational and work situations.

*Demonstrate positive work ethics and attitudes.

*Demonstrate an understanding of how education relates to participation in further training, and/or decisions about entering the job market.

*Relate essential skills learned in school to skills required in the work environment.

*Describe problems, adjustments and advantages of entering a non-traditional occupation.

*Relate what he/she already knows about him/herself to performance in school subjects, occupations and/or training programs.

*Establish contacts with individuals working in selected occupations who might be information resources, role models or mentors.

*Identify and take required steps toward transition from high school and entry into post-secondary education/training programs or the world of work.

*Identify employers for specific occupations and job openings.

*Demonstrate marketable skills necessary for entry into the labor market.

*Assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.

The importance of the community-school alliance can never be overemphasized, The partnership that is created by this bond is natural and indispensable to the development of today's youth. As we strive to create comprehensive programs of career development for our schools, what better, more effective way

could this task be accomplished than by using the tools in our communities that are ours for the asking? By the same token, what better ways could we, in turn, serve our communities than to help them to sooner utilize the human resources that will ultimately be theirs? Just as no individual can live independently of others, no school can function independently of its community, any more than the community can function without its schools. Would it not be to our best advantage to nurture and develop this relationship to its fullest potential?

References

Bloch, D. P. (1989). Using career information with dropouts and at-risk youth. The Career Development Quarterly, 38, 160-171.

William T. Grant Foundation Commission on Work, Family and Citizenship (1988a). The forgotten half: Non-college youth in America. Washington, DC: Author.

William T. Grant Foundation Commission on Work, Family and Citizenship (1988b). The forgotten half: Pathways to success for America's youth and young families. Washington, DC: Author.

Merleau-Ponty, M. (1962). The phenomenology of perception (C. Smith, Trans.). London: Routledge and Kegan Paul.

Shertzer, B. (1981). Career planning: Freedom to choose (2nd ed.). Boston: Houghton Mifflin.

Tennyson, W. W., Hansen, L. S., Klaurens, M. K., & Antholz, M. B. (1980). Career development education: A program approach for teachers and counselors. Alexandria, VA: National Vocational Guidance Association.

Herr, E. L., & Cramer, S. H. (1988). Career guidance and counseling through the life span. Glenview, IL: Scott, Forseman & Co.

Promoting Student Interest and Involvement in the Career Development Process

Petra E. Peper, Graduate Assistant
Comprehensive Career
Development Program

Every school system has a collection of materials available for students to use as career development resources. These materials vary in content and depth across school systems, but the process of selecting them is usually similar. The administration and guidance counselor(s) become familiar with the needs of the student population, identify materials that meet these needs (while at the same time being cost efficient), and make purchase decisions on an informed basis.

Once these materials arrive, they are stored and the career development resources aspect of the guidance counselor's and administrators' jobs has successfully been accomplished, right? Wrong! Career development within each school needs to be regarded as an active, ongoing process. Students should be exposed to what is available and encouraged to seek out informational sources that suit their particular interests. In addition, resources need not be limited to reading materials. Many cost efficient alternatives exist that can make career development more exciting for your students. These alternatives will be further discussed later.

Unless you establish an open communication channel between you and your students for the purpose of informing them about the importance of career development as well as its applicability to their studies, the phrase "career development" will have no meaning to

students. Even the most helpful career development source is rendered useless if it is never utilized by students.

The responsibility of bringing career development into the lives of your students does not rest on any one individual's shoulders. Instead, as mentioned earlier, it should be considered an ongoing endeavor that works by coordinating the efforts of many individuals in various capacities. These individuals may include guidance counselors, parents, teachers, peers, a career development advisory committee, community contacts, etc.

The following suggestions are offered to help initiate the career development process in a way that actively fosters student interest and involvement. The following is not meant to be a comprehensive list, but rather a beginning.

1.Have teachers integrate career development into their teaching by relating their subjects or lectures to particular jobs

2.Coordinate class visits with teachers so students can be exposed to where the career materials are housed and become familiar with them

3.Regularly publish career development memos/newsletters for the purpose of: informing students about jobs, what materials are available to them, and to encourage student participation in particular career development activities

4.Highlight a "career of the week" on a prominently displayed bulletin board

5.Establish an advisory committee with community contacts, parents and students as members--

establish career development activity goals and objectives

6.Establish a network with graduates and invite them back as guest speakers

7.Develop a directory of community contacts who are willing to speak with students about their jobs on an appointment basis

8.Offer career conferences on a regular basis, for the purpose of having several jobs represented by individuals available for answering students' questions

9.Organize student field trips to job sites

10.Invite parents or community volunteers to your school as job experts to answer student questions

In conclusion, it is through bringing career development to your students in an ongoing, diversified manner as outlined above, that genuine interest will be developed and maintained. As an informed consumer each student can confidently go forward and initiate his or her personal career development process with your support and the resources you have placed at their disposal.

References

Georgia Career Centers (1988). A handbook for guidance counselors. Statesboro, GA: Georgia Southern College.

Hollis, J. W., & Hollis, L. V. (1969). Personalizing information processes. London: Macmillan.

Issacson, L. E. (1977). Career information in counseling and teaching. Boston: Allyn & Bacon.

London, H. H. (1973). Principles and techniques of vocational guidance. Columbus, OH: Merrill.

"Leisure" - The Neglected Career Development Competency

Barbara Lonas, Associate Director
Comprehensive Career
Development Project

Career education is not a new idea in education. The concept was derived many, many years ago even before it was called "career education." Most people living today, regardless of their age, can remember lessons in their school days such as, "a man worked 47 hours in one week. He was paid $7.00 an hour for 40 hours and time and a half for any hours worked beyond that. How much money did he earn?" It is not a new idea to apply educational concepts to everyday living. However the world in which we live and work today is vastly different from even a few years ago and will continue to change at a rapid rate. Although career education has been around for quite some time, its emphasis has changed through the years to remain in tune with the needs of our changing world. Now the typical American worker is no longer a married, sole supporter of the household, white male. He still exists today but is no longer the workforce prototype. Today he is only a segment of a workforce consisting of women, teenagers, minorities, handicapped persons, single parents, never-married adults, dual-career parents, second career workers and so on. Career education has kept pace with societal changes to fulfill its original intent--to make education relevant to the world in which we live. No longer is it "education for work" but is

"education for life" to include the totality of work and leisure one does in a lifetime.

The latest revision of definitions for career development was adopted by the National Career Development Association. Among these definitions are the following:

work - conscious effort, other than that having as its primary purpose either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

leisure - relatively self-determined activities and experiences that are available due to having discretionary income, time and social behavior. This activity may be physical, intellectual, volunteer, creative, or some combination of all four.

career - the totality of work one does in his/her lifetime.

career development - the total constellation of psychological, sociological, educational, physical, economic and chance factors that combine to shape the career of any given individual over the life span.

Carl McDaniels (1984) suggested long ago a formula, Career = Work + Leisure (C = W + L). "Linking work and leisure together to form the basis for a career over one's life span combines all three terms in a holistic framework. Through this linkage, leisure can be placed in the proper perspective as an important component of a career" (P. 36).

McDaniels (1989b) also points out that, after nearly twenty-five years of writing and talking about the subject of leisure, he has become convinced that preparing for leisure is just as

important as preparing for work, and sometimes they turn out to be the same thing. Therefore, as one plans for a career, one should bring leisure into full partnership with work (C = W + L).

In the last few years we have seen many changes in work. Both workers and the workplace have changed and will continue to do so. Innovative practices include such things as companies providing transportation for employees, child care within the work environment, health and physical fitness programs provided by employers and often within the work day itself, company-sponsored trips and social activities, employee recognitions for accomplishments outside the workplace and so forth. The holistic life-style concept is being addressed by employers. Varied patterns of work are permitting larger amounts of leisure time. Nollen (1982) noted that over 12% of the labor force was on flex-time schedules. Employers have found, generally, that flex-time schedules result in higher productivity, better job satisfaction, and increased leisure for workers. More people are seeking a "balanced" life where a conscious effort is made to have satisfying interests outside of the workplace. Workshops, books and television programs have addressed the issue of achieving balance in one's life. They advocate that a fulfilled life includes not only work and family, but also time for oneself doing something that is personally satisfying. More and extended periods of leisure are desired by employees, often at the forfeiture of a pay increase. Also, more and more people are seeking life satisfaction through self-employment.

How are we promoting the leisure concept in our schools? The answer is not very well, even though worthy use of leisure time was proclaimed

as early as 1918 as one of the Seven Cardinal Principles of Education. Vocational education literature is devoid of any significant attention to leisure. Yet, millions of people each year use skills learned in vocational education classrooms for such leisure pursuits as cooking, photography, house and automobile repair, animal care and breeding, sewing, flower and vegetable gardening and furniture refinishing. The list seems almost endless (McDaniels, 1984).

McDaniels (1989a) states that schools need to foster an awareness of the importance of the leisure potential for all youth. This can be done through classroom activities, extra-curricular activities, volunteer activities and work-leisure activities. He explains that courses in home economics and technology education are generally regarded as vocational only. They could also be taught by emphasizing leisure possibilities for all students, stressing the enjoyment to be gained from mastery of the competencies involved as well as the marketable skills.

Relationship of leisure to history, science, math, English, music, art and physical education should be taught to all students. History presents options for leisure activities through such things as antiquing, travel, collecting, or archaeological digs. Science can promote activities such as butterfly or rock collecting, meteorology and astrology. English can encourage students to write poetry, plays, movie scripts, stories, journals as well as reading for pleasure. Music develops instrumental and vocal skills that can be used for a lifetime. The same is true for the many fine art mediums. Physical education can promote individual as well as team-sports such as golf, swimming, bowling, archery, tennis, and physical fitness.

Clubs and extra-curricular activities afford students opportunities to develop leisure interests and skills. Some schools have a scheduled activities period where all students are required to participate in an activity of their choice. Further development of these interests are supported by planned activities beyond the school day such as ski clubs, hiking clubs, pep bands, vocal groups, chess clubs and drama clubs.

Other school exploratory experiences could be adopted at little or no cost. For example, McDaniels (1989b) explains that some very successful "leisure fairs" have already been held in elementary and middle/junior high schools. At these fairs young people get a first-hand look at crafts and meet the artists. Also, the artists can be brought into the school for a day to demonstrate their craft. Another way to introduce intellectual leisure activities is through a wide variety of games--simple board games, card games, or more complicated computer games using skills from different school subjects. The objective is to allow students to explore games as a source of fun and learning, as well as basic educational skills.

Many young people belong to youth groups which serve significant leisure functions. In addition to their present activities, youth groups can teach youth to transfer leisure skills to occupational settings. For example, in many 4-H clubs involving animals, related jobs can be demonstrated. Outdoor scouting experiences can be used to illustrate employment opportunities in forestry, wildlife management, farming and various aspects of agri-business. Music, art and drama clubs can accomplish the same objective by bringing in former club members who work in set or costume design, music arranging, or art store retailing.

Parents can be encouraged to promote leisure in the home by serving as role models for their children with respect to leisure attitudes and activities. If parents have an active leisure life that emphasizes variety and intensity, they serve as positive models. If parents have a passive leisure life, they will serve as negative models. Parents can also take full advantage of opportunities involving families in the physical, creative, or intellectual aspects of leisure. For example, families can take part in local arts and crafts shows, community children's theater, story hours at the local library, and/or family fun runs. For a more detailed account of the role of the family in leisure activities see Hummel and McDaniels (1982).

The National Occupational Information Coordinating Committee (NOICC) included in their career development model a competency to develop leisure skills. This recently completed effort studied the past accomplishments of career education as well as conducted in-depth studies to determine current and future needs of Americans. The Tennessee Comprehensive Career Development Project began with the NOICC competencies as a foundation for the Tennessee model. Although modification of the NOICC model was necessary to address the career development needs of Tennessee students the leisure competency remains and has been developed to target specific desired outcomes. **Competency XII of the Tennessee model: "Knowledge of leisure and how it relates to career decisions and lifestyle.**

At the time the model for Tennessee was being developed it was felt by the many contributors that the leisure competency had a certain significance. The results of the survey conducted by participating schools (in which

students, teachers, administrators, parents and community members responded) were disappointing. In nearly all of the studies the leisure competency was rated least in importance for students! As competencies are prioritized and addressed according to their ranking of importance, the leisure competency will be the last to be addressed and quite possibly will never be formally presented to students!

What are the consequences? Perhaps we are missing opportunities to help direct students toward a fulfilling life by not encouraging the development of leisure skills. There is no hard evidence to support this hypothesis. Nevertheless, might it be worthwhile to consider the possibility that developing leisure interests in students might generate a renewed interest in school for students that lack motivation? Would students be less inclined to get into trouble if they had wholesome activities and interests to occupy their time inside and outside of school?

The challenge lies in how do we bring leisure to the forefront and create an interest in developing this competency in school-age youth? Its importance for adults cannot be argued but where does it begin? Perhaps some food for thought has been presented here that will inspire some educators to take a new look at promoting the leisure competency.

References

Hummel, D., & McDaniels, C. (1982). Unlocking your child's potential. Washington, D.C.: Acropolis.

McDaniels, C. (1984). The work/leisure connection. The Vocational Guidance Quarterly, 33(1), 35-44.

McDaniels, C. (1984). The changing workplace: Career counseling strategies for the 1990's and beyond. San Francisco: Jossey-Bass.

McDaniels, C. (1989). Leisure and career development in the high school years. In Comprehensive Career Development Project for Secondary Schools in Tennessee (Ed.), Career development: Preparing for the 21st century (pp. 151-173). Knoxville, TN: The University of Tennessee.

Nollen, S. D. (1982). New work schedules in practice. New York: Van Nostrand Reinhold.

The Impact of Parents and Parenting on Career Development

Dr. Larry DeRidder, Consultant
Comprehensive Career
Development Project

The fact that parents are their children's first and most influential teachers is well known. What is less well known is the pervasive and continual impact they have on their child's career development. This begins at least at birth, with the first 3-4 years the most critical, and continues as the child progresses through the fantasy, exploration, tentative and trial stages of career development, and responds to the question, "What do you want to be when you grow up?" During this period children acquire at least 50 percent of their eventual intelligence as well as significant growth in language, social competence and curiosity. A developmental deficit in any of these skills is likely to influence and limit both the child's career development and eventual career choices. The child's readiness for school, as assisted by the parents, almost predetermines the child's in-school success and career directions. Children who are less ready for school than their peers have difficulty in "catching up" and will more likely be either among those retained (failed) or, the longer they remain in school, become increasingly behind their peers in skill development. However, if the school provided more one-to-one personal attention, positive interaction, and tutoring for the children who have identified skill deficits during the K-3 years, these children would likely be more successful in school and, in turn, become more self confident.

By the time children are in the eighth grade, their vocational maturity, as determined by their own estimate of their academic verbal and quantitative ability and by their interests and value orientation, is highly related to their choice of occupation and to their choice of curriculum. Consequently, students during this period should have the opportunity to experience a career exploration module which involves their parents, community resources, teachers and counselors in order to learn the process of decision-making. The decision process normally includes a series of steps to arrive at a vocational choice: self-study and self-knowledge, developing a plan of action and getting an early try-out experience. To the extent that students have the opportunity to understand their abilities, the career opportunities available, and have made tentative decisions for a future career, they are more vocationally mature. However, since the information available to students by the end of the eighth grade tends to be limited and unplanned, too many students are forced to make curricular decisions for which they are not ready. Gribbons and Lohnes (1982) in their 20 year longitudinal study of careers concluded that "the majority of adolescents are poorly oriented with respect to career development tasks" (p. 127).

The pre-adolescent/early adolescent period (middle school and junior high) is increasingly viewed as critical in the career development process. During this period students begin to evaluate and decide what their niche in the world of work might be, using whatever information they had available from their home and community. Perhaps because of their earlier physiological development, girls appear, by age 14-17 according to Berryman (1987), to have

committed themselves to family or to work which in turn determines the nature of the school curriculum they will choose to pursue. Consequently girls as a group appear to need career developmental assistance earlier than boys.

Preferably by grade 9, students should be helped to explore and to make tentative vocational choices based upon their interests, aptitudes and values. In turn, a tentative career choice, once made, has a strong motivating power and can play an important role in keeping the potential drop-out in school. Miller and Imel (1987) have found that career education helps in improving school attendance, retention, and vocational program completion.

Parenting and Career Development

Parents have the greatest impact on their child's self-concept, goals, values and aspirations and, consequently, have a pervasive, consistent and long-term impact on the child's career choices, decisions and plans. Parents, as daily models, provide cultural standards, attitudes and expectations and, in many ways, determine the eventual adequacy of self-acceptance and confidence, of social skills and of sex roles. Parents' attitudes toward work are the ones that their children respond to and learn. Consequently, parents play a major role in supporting and encouraging school achievement and career choice.

Many studies have indicated that who enters what occupation is influenced by the father's occupation and his socioeconomic status. What the child in the family learns, then, is about work, work experience, and stereotypes. For example, being born to parents with limited education and income reduces the likelihood of

going to college or achieving a professional occupational goal and predetermines the child's likely vocational choice. If parents or other adults are not available, children have difficulty developing interests, acquiring skills or having future aspirations, again limiting career development. In addition to the experiences available to the child, heredity appears also to affect basic attitudes, interests and capacities and may influence their choice of the physical sciences, social sciences or medicine.

Otto, in reporting the results of Gallup's Ninth Annual Poll (1978), indicated that a major concern of parents for adolescents ages 13-20 was how to help their child choose a career. The majority of these parents indicated that public schools should provide ways for parents to learn how to become more effective.

How Schools and Parents Can Assist One Another

School counselors need to involve parents, to collaborate with them and to assist them to improve their effectiveness with their children. Improved parenting skills will help them cope with the demands of raising children in today's world and, at the same time, assist the parents to understand the career developmental changes their child is experiencing. Some school counselors have used Active Parenting or Systematic Training for Effective Parenting or a similar approach with groups of parents, step or blended families, single parents, etc. to improve family interaction and communication which, in turn, assists career discussion. As recommended by the Council of Chief State School Officers (1990), "schools must build upon the role of families as teachers and must adapt to changed family responsibilities and patterns"

(p. 7). The results of a recent study by Bain, Lintz and Word (1989), on effective teachers, identified a number of techniques that school counselors might adopt or adapt to increase communication on career development between the school and home: using early morning or evening phone calls or conferences and by asking teachers to send the parents homework instructions, individualized notes, and/or class newsletters. Parents, in addition, need to be encouraged to listen to their children read, to help them with their math, to check their homework and to participate in various school and out-of-school activities. School counselors and teachers who involve parents are successful because they work at it. When possible, they provide information at times and in places that are convenient to busy work and family schedules.

For parents, according to Hummel and McDaniels (1979), "the first and most essential ingredient in helping a child in his/her career development process is faith" (p. 19) so that the child develops confidence in his/her own capabilities. Beyond faith they suggest the need for parents, as related to the career planning process, to demonstrate such behaviors as acceptance, trust, responsiveness, empathy, dependability and consistency. Heading a list of 13 tasks which parents might use to help the career development of the child, they recommended that "Parents must help their children learn that basic work attitudes of promptness, respect, responsibility and interest in schoolwork are expected both at home and at school" (p. 31).

A recent study by Palmer and Cochran (1988), to test the effectiveness of a program for parents to help their adolescent children in career planning, concluded that "parents can function effectively in fostering the career

development of their children, when provided with a structured program they can follow" (p. 71).

Herr and Cramer (1979) suggest 14 specific ways that parents can contribute to the career development of their children:

"1.Encourage and assist their children to analyze their interests, capabilities, and limitations.

2.In those work areas with which they are most familiar, help their children relate worker traits, conditions of work, life styles of workers, and potential opportunities for work.

3.Discuss work values that parents have experienced in themselves and others and relate some of the consequences which result.

4.Discuss the economic condition of the family and assist the youth to plan a course of action with regard to education and training needs within or by which they can break out of the constraints of these conditions.

5.Provide encouragement and information as to how their child can use the knowledge, experience, and services of relatives, friends, fellow workers, and community or state agencies in exploring, planning, and preparing for their work role.

6.Provide the necessary example and counsel to their children during critical developmental periods of their life in an attempt to have them establish and maintain a positive self-concept.

7.Through example, display the attitude that all persons have dignity and worth no matter what occupational position they hold.

8.Provide situations so that their children can experience decision-making and carry responsibility for the consequences of those decisions.

9.Provide open communication between home and school so that the experiences and the consultation possibilities in both environments can be used in meeting the needs of the children involved.

10.Encourage their children to explore a wide spectrum of alternatives, both educationally and occupationally, without stereotyping or labeling any alternatives to discourage the child's consideration of them.

11.Be sensitive to and accept the ambivalence or tentativeness which children frequently exhibit in regard to self-images or images of future career alternatives.

12.Without defensiveness about their lack of specific information, help their children make contact with specialists or information relevant to their concerns.

13.Learn about the relationships between specific educational patterns and occupations in order to assist their children to plan their educational experiences effectively.

14.Provide opportunities for work within the home and the community with the opportunity to accept responsibility." (pp. 262-3)

Other sources of assistance to parents include:

Otto, L. B. (1984). How to help your child choose a career. New York: Evand.

Cochran, L. (1985). Parent career guidance manual. Richmond, British Columbia: Buchanan-Wells.

Hummel, D., & McDaniels, C. (1979). How to help your child plan a career. Washington, D.C.: Acropolis.

In many ways, the child's vocational choice may depend upon the parent's personal support, advice, contacts and finances. Given the tremendous and unsettling family, economic and job market changes, parents must be a continual source of support to their child. An active partnership between the parents and the school can aid students in improving both their achievement and self-confidence. As a result, they will be better prepared to choose careers which correspond to their potential.

References

Bain, H., Lintz, N., & Word, E. (1989). A study of fifty effective teachers whose class average gain scores ranked in the top 15 percent of each of four school types in Project STAR. Unpublished manuscript.

Berryman, Sue E. (1987). Breaking out of the circle: rethinking our assumptions about education and the economy. Occasional Paper #2. New York, National Center on Education and Employment, July.

Council of Chief State School Officers (1990). A concern about school restructuring for improved learning by all students, particularly those at risk of school failure. Concerns, 29, 1-9.

Gribbons, W. D. & Lohnes, P. R. (1982). Careers in theory and experience. Albany: State University of New York Press.

Herr, E. L. & Cramer, S. H. (1979). Career guidance through the life span. Boston: Little, Brown & Co.

Hummel, D. L. & McDaniels, C. (1979). How to help your child plan a career. Washington, D.C.: Acropolis.

Miller, J. V. & Imel, S. (1987). Some current issues in adult, career, and vocational education. In E. Flaxman (Ed.), Trends and Issues in Education. Washington, D.C.: Council of ERIC Directors, U. S. Department of Education.

Otto, L. B. (1988, October). Today's youth and tomorrow's careers. Paper presented at the International Choices Conference, Biloxi, MS.

Palmer, S. & Cochran, L. (1988). Parents as agents of career development. Journal of Counseling Psychology, 35, 71-76.